

Before We Start



- Reflect on this quote.
- How does it relate to teacher behavior when addressing challenging behavior?
- Record your ideas on a sticky and post on the poster.

Guidelines for Success



Teacher's Encyclopedia of Behavior Management



Adapted from: Susan Schilt, Educational Consultant

Rules and our attention signal for our work together

Electronic devices only utilized for learning activities

One person talks at a time

Be on time from break

"May I have your attention please"

*ETP

Introductions

- Name
- Where you work
- How you support students
- Hobby / outside activity you enjoy



KUDs



- **Know** – how to find interventions and resources to match student behavior
- **Understand** – appropriate behavior can be taught at all levels
- **Do** – Develop and implement an intervention and report student impact

*ETP

Learning Goal

I can utilize the Teacher's Encyclopedia of Behavior Management to develop and implement a targeted behavior intervention for a student.



*ETP

Let's Review



- How does this quote relate to teacher behavior when addressing challenging behavior?

Scale



- 4) I can share my implemented targeted plan with my peers and assist them to utilize the Teachers Encyclopedia as a tool when addressing challenging behavior.
- 3) I can utilize the Teacher's Encyclopedia of Behavior Management to develop and implement a targeted behavior intervention for a student.
- 2) I can locate behavior plans in the Teacher's Encyclopedia and develop a targeted plan for a student.
- 1) I have never utilized the Teacher's Encyclopedia of Behavior Management when addressing challenging behavior.

*ETP

Anchor Activity



If you complete an individual or group activity before

the allotted time visit the behavioral area at:

www.interventioncentral.org or

www.pbisworld.com/

Use a sticky note and write down an idea / strategy that you consider utilizing in your classroom

Post on the designated poster

*ETP

Look Ahead

- Identify critical teacher practices addressed through STOIC
- Book Walk "Teacher's Encyclopedia of Behavior Management"
- Practice identifying and planning interventions
- Review resources
- Develop and implement student specific plan and report on outcome

*ETP

Underlying Beliefs

- Teachers can make a difference in student behavior
- Students must be treated with dignity and respect
- What happens in the classroom can help any student learn to be more independent and responsible



“

I've come to the frightening conclusion that I am the decisive element in the classroom.


It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

Haim Ginott



STOIC

- **S**tructure for success
- **T**each expectations
- **O**bserve and monitor
- **I**nteract positively
- **C**orrect fluently


STOIC is an adjective meaning “tending to remain unemotional, especially showing admirable patience and endurance in the face of adversity.”

Page viii


Introduction

Discipline is consistently ranked as one of the leading concerns of teachers.


- Discipline is often equated with punishment.
- Punitive consequences have inherent limitations:
 - Lying/Sneaky Behavior
 - Fear
 - May become neutral
 - May become reinforcing



STOIC and ABC



What's the relationship between the antecedent, behavior and consequence (ABC) and Stoic?



TTYN


<https://www.youtube.com/watch?v=-pVqUQhyd3k>

Behavior problems / Teacher Time

What are some “typical” behaviors that teachers encounter every day?

Identify the three most difficult behavior problem students from your class—those requiring lots of teacher time (if you have multiple classes, choose one class). Use first name only.

Estimate the percentage of your time spent dealing with these three students, as compared with the class as a whole:



TTYN

STOIC Practices

- **S**tructure for success
- **T**each expectations
- **O**bserve and monitor
- **I**nteract positively
- **C**orrect fluently

Give One / Get One

*ETP

STOIC Practices



Attention Signal

<https://www.youtube.com/watch?v=thG13FYui-k>

•ETP

Preventative approaches are **essential**

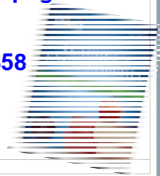
(but are not the focus of this class)

STOIC


- Classroom organization
- Clear and consistent expectations
- Curriculum, engaging and differentiated
- Classroom Management Plan

Encyclopedia Book Walk

- Contents: **pages i-iv**
- STOIC: **page viii**
- Common Classroom Problems: **pages 9-832**
- Appendices (A-D): **pages 835-858**
- Index: **pages 859-870**



When prevention has not been successful, problem solving is required.

- Identify three behavioral/social engagement problems. 
- Write a brief description of each problem.
- Recognize that problem solving requires analyzing the nature of the problem and designing a plan...

That is different from what you are currently doing!

Common Classroom Problems

- ✧ More than 100 problems (alphabetically)
 - Description & goal
 - General information
 - Decision making chart
 - Several levels of intervention for each problem
 - Information on preparing and implementing plan

Mental Self-Check 2 Step Self Improvement Process

1. Identify if you are optimistic or pessimistic about the possibility of finding strategies that will solve (or at least improve) behavior problems.

2. If you are pessimistic...

Get optimistic. Now!!!



Collaboration

Independently, review your cards. Pick the **one** that is of most immediate concern.

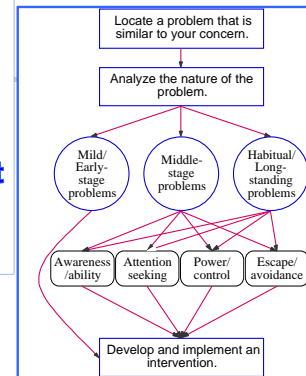
At your table groups

- Take turns sharing your behavior-concern
- Jot down key words from each person's concern

We'll come back to this later!



Different contributing factors should lead to different interventions.



Why *The Teacher's Encyclopedia of Behavior Management*?

- This book was developed because teacher time is a precious and scarce commodity.
- Sitting down with a blank piece of paper can be difficult, especially when you are busy.



Let's find the right place



CD Forms



Finding the right place!

You praise a student, give a positive note, or award a point and within ten minutes the student exhibits her worst misbehavior.

Reinforcement, Misbehavior After Receiving



Finding the right place!

You have a class in which many students are hostile toward one another--especially in the form of sarcasm, ridicule, put downs, and so on.

Name calling/Put downs

Rude/Impolite

Smart-aleck/Inappropriate humor

Finding the right place!

You have a student who argues, complains and gets upset whenever you provide negative feedback on either behavioral or academic errors.

Corrected, student gets upset when

Finding the right place!

You have a student who always has to have the last word. She will comply, but she will engage in verbal comebacks as long as you will continue to interact.

Arguing--Student with the teacher

Finding the Right Problem

- Identify the major concern
- Brainstorm all of the problems the student/class exhibit **related to that concern.**
- Narrow the scope of the problem.
- Find an entry that closely matches the target problem.
Alphabetical listing
Table of contents
Index

Finding the right place!

The last time you had a guest speaker your class was terrible--many students acting silly, disruptive, not participating, and so on. You are beginning to question whether you should ever schedule any activity that is not part of the daily routine.

Misbehavior during special events

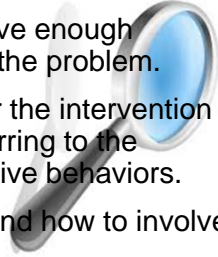
Finding the Right Problem

Examine the cover page

- Scan the **Description/Goal**
- Look at **Associated or Alternative Problems**
- Read the **General Considerations** (info)
- If there is enough similarity to your concern, read through all the plans and the section on **Preparation and Implementing.**

Developing and Implementing an Intervention

- Make sure you have enough information about the problem.
- Identify a focus for the intervention and labels for referring to the positive and negative behaviors.
- Determine when and how to involve parents.



CHAMP's for Group Work

Conversation: *inside conversation, one speaker at a time*

Help: *raise hand or approach facilitator when not working with others, ask another group*

Activity: *select issue, complete planning form (up to number one)*

Movement: *stay with group, can stand / sit*

Participation: *everyone gives input and completes planning form*



Developing and Implementing an Intervention, *cont.*

- Prepare for, then conduct, an initial meeting about the situation.
- Give the student regular, on-going feedback about his/her behavior.
- Evaluate the situation (and the plan).



Early Stage/Mild Problems

- Discuss with students to increase awareness of the problem and the goal
- Respond consistently to inappropriate behavior
 - Signals
 - Verbal reprimands--An effective reprimand is: ?
 - Consequences--An effective consequence is: ?

Collaborate



- Decide if you'd like to work in pairs or a group.
- Choose one of the problems discussed by table group.
- You will complete the Planning Form in stages. Right now complete page 1.

Big Bang Theory





Use reinforcement to encourage appropriate behavior

- Praise
 - Accurate
 - Contingent
 - Specific / descriptive
 - Non-embarrassing
 - Given in a manner that fits your style
- Praise for responding to the signal
- Give the student frequent non-contingent attention

Following:

- any new skill or behavior
- any difficult skill or behavior
- anything the student is proud of

Problems of Ability or Awareness

Use reinforcement to encourage appropriate behavior.

- In addition to praise and attention, acknowledge the student's efforts to use the strategies you are teaching.
- If using self monitoring or self evaluation, verify accuracy on an intermittent basis. Reinforce for accuracy of ratings.

Problems of Ability or Awareness

- Respond consistently to the inappropriate behavior.
- Conduct lessons to help the student learn when and how to exhibit the appropriate behavior.



Teaching Expectations

<https://www.youtube.com/watch?v=SnMW9xPABkw>



Problems of Ability or Awareness

Make accommodations

Change the structure
 Develop a Goal Contract
 Make expectations more overt (e.g., sign indicating "Talking" and "Silent" times)
 Create a limit (e.g. ticket for each time)
 Teach the student to modify behavior
 Self-monitoring/self-evaluation
 Create prompts (e.g. use timer to record duration)
 Prompt by using modeling

Attention Seeking

Respond consistently!

- Planned ignoring
- If severe or affects others students, consequences
- If attention given from peers, gently correct them



Attention Seeking

Use reinforcement to encourage appropriate behavior

- Frequent praise and attention
- Intermittent reinforcement
- 3:1 ratio of positive to negative attention
- ✓ Monitor your own attention to this student



CHAMP's for Group Work

Conversation: *inside conversation, one speaker at a time*

Help: *raise hand or approach facilitator when not working with others, ask another group*

Activity: *select issue, complete planning form (up to number one)*

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Non Contingent Attention



<https://www.youtube.com/watch?v=SUj02KERT1A>

Power

Respond consistently to the problem behavior

- Clarify the difference between positive & negative behavior
- Determine the consequence you can implement every time
- Calmly implement each and every time
- Do not show frustration/anger, etc.

Collaborate

Continue working on the Planning Form

- Make any adjustments/refinements to page 1 based on new learning:
 - Early stage/Mild problems
 - Reinforcement
 - Problems of ability or awareness
 - Attention seeking



Choices = Power



Power / Positive Leadership

Identify a positive trait for describing the positive behavior

- Praise the student when s/he is participating
- Be very direct with the student during your initial meeting

Habitual/Long-Standing Problems

If the student's points are based on self-evaluation ratings

Establish a system to translate the evaluations into points (earned or lost) that can be applied toward the reward the student has selected.

Review the student's ratings and discuss whether it was:

- better
 - about the same, or
 - worse
- than the time before in that particular setting

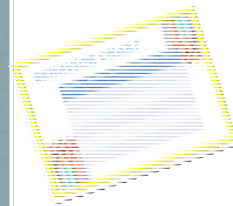
Provide Opportunities for Positive Power / Leadership



- Use reinforcement to encourage appropriate behavior
- Give the student increased praise and attention for behaving responsibly
- Acknowledge the student for any behavior that demonstrates a positive use of power

See Appendix B and "Meaningful Work"

Habitual/Long Standing Problems



- At the end of each day, the student's points should be totaled and charted.
- Plan to help the student chart the number of points earned each day.
- If the plan has been successful for two to four weeks, make the student's next reinforcer **more** expensive.

Habitual/Long-Standing Problems

Establish a structured system for reinforcing appropriate behavior and providing a consequence for the inappropriate behavior.

- With the student, create a list of reinforcers s/he can earn
- Set up procedures for monitoring behavior
- Assign "prices" (in points) for each of the rewards on the list

Habitual/Long Standing Problems



Some types of systems might include:

- "Mystery Motivators"
- frequency count of reprimands
- ticket systems (cost)
- interval systems

Mystery Motivator



<https://www.youtube.com/watch?v=6htcelp8p5Y>

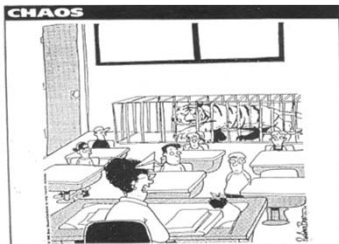
Corrective Feedback



<https://www.youtube.com/watch?v=qHAWbYtJXoc&index=2&list=PLRzKzQEd9MPwxuJnrP4MSB-NE-kQmDiOB>

Habitual/Long Standing Problems

Establish appropriate consequences for misbehavior.



Whole Class Problems and Plans

Publicly monitor the frequency of targeted classroom behavior(s)

- Discuss the importance and utility of improving the targeted behavior.
- Encourage the class to set daily performance goals.

Respectful behavior
Kind acts
on task behavior
On time
POSITIVE CHOICE

Habitual/Long Standing Problems

Provide corrective and positive feedback



Whole Class Problems and Plans

Establish a group reinforcement system

- Have the students brainstorm a list of various reinforcement ideas for the entire class
- Assign "prices" (in points) to possible items on list
- Class votes on the reinforcers

SUCCESS = REWARD!



Alternative systems

- Team Competition
- Lottery tickets
- Intermittent spot checks
- Mystery Motivators



STOIC Practices

- **S**tructure for success
- **T**each expectations
- **O**bserve and monitor
- **I**nteract positively
- **C**orrect fluently

Give
One /
Get One

•ETP

**Note

Punitive consequences are perfectly reasonable as part of a comprehensive plan, but should never be the entire plan.

The plan you build should be logically associated with the problem, taking into account:

- when
- where
- with whom problems occur
- why the problem behavior may be occurring

Sharing of Plans



If the plan you build is successful, it will...

Increase proactive approaches vs. reactive responses

Increase positive behaviors

Reduce the need for discipline referrals

Reduce the need for ISS and OSS

Increase student attendance

Increase time on task for students (administrators and teachers too!)

Increase academic achievement

Increase graduation rate



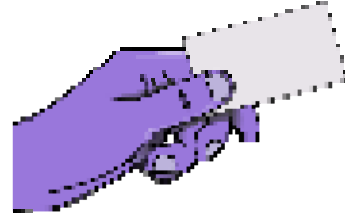
Anchor Review



CD Forms



FDLRS Ticket out the Door



Resources

- <https://fdlrs.gctchency.wikispaces.com/home>
- <http://www.fdlrs.org/>
- <http://www.interventioncentral.org/>
- <http://www.pbisworld.com/>
- <http://www.sednetfl.info/>

Completion Requirements



1. Send us a copy of your completed plan and data collection tool either electronically or via pony mail. Gather data for 10 student days and record it at www.fdlrs.org
2. When you are "completed" in the Professional Learning Network you will need to complete the survey in order for your points to post to transcript.